



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

220 W La Canada Blvd, Avondale, AZ 85323

Avondale Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Failing
2002-03 Underperforming
2001-02 Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Randy Watkins
Schedule : 7:30 AM to 4:00 PM
Grades : 5-6
2004 Enrollment : 586
Web Address : www.avondale.k12.az.us
Phone Number : (623) 772-4400
Fax Number : (623) 772-4420
E-mail : Igosla@avondale.k12.az.us

Mission

In our commitment to put kids first, we will:
*Collaborate with the community
*Respect diversity
*Expect academic achievement
*Encourage teamwork
*Develop life-long learners and productive citizens.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Not Met
2002-03 Not Met
2001-02 N/A

School Improvement Status (b)

2003-04 Corrective Action
2002-03 Year 2
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improve problem-solving and communication skills through the integration of mathematical thought, reading, writing, speaking and listening activities.
- ü Provide ongoing program support which appropriately and equitably responds to the needs of all students.

Enrollment

October 1, 2003 School Year Student Enrollment : 582
Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- Ü Activity-oriented Programs
- Ü Team Teaching/Sharing
- Ü Bilingual
- Ü ESL

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	8/5/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

To provide for a safe, orderly learning environment; to provide every student with access to appropriate materials; to have high expectations for each student's growth academically; and to communicate with parents.

Parents

To adequately feed, clothe, and provide for a positive environment which emphasizes the importance of education; to ensure that their children attend school when healthy and to become actively involved in their children's education by communication.

Transportation Policy

All special education students who require transportation and all students who reside outside of the one-mile radius limit and within the district boundaries are transported to the appropriate school facilities.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Teams Distance Learning	1998
Ü Multidistrict Math Challenge	2000
Ü Poetic Achievement Honor School	2003
Ü Spelling Bee	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	294	510	76019	100	100	100	446	463	499	43	32	14	47	46	39	8	9	14	2	13	33
All Students (Prior Year)	276	449	76230	100	100	100	447	459	498	44	34	12	41	44	38	8	9	12	7	13	37
Female	131	236	37207	100	100	100	448	465	499	42	29	12	48	49	41	10	9	14	1	13	33
Male	163	274	38677	99	99	100	445	461	498	45	35	15	46	44	38	7	8	13	3	13	34
African American	12	37	3817	92	100	100	426	448	475	58	39	23	33	53	47	8	3	11	0	6	18
Hispanic	234	304	29458	100	100	100	446	452	480	42	39	20	49	46	48	8	10	12	2	6	20
Asian/Pacific Islander	NC	NC	1673	NC	NC	99	NC	NC	531	NC	NC	4	NC	NC	29	NC	NC	14	NC	NC	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	43	159	35880	100	99	100	454	484	515	44	19	7	44	47	32	7	8	16	5	25	45
Students with Disabilities	29	51	9786	100	100	100	405	425	457	90	66	39	10	26	40	0	3	7	0	5	13
Students without Disabilities	265	459	66233	100	100	99	450	466	503	39	29	11	50	48	39	9	9	14	2	13	35
Limited English Proficient Students	129	140	15206	100	100	100	436	437	459	54	54	31	42	41	53	4	4	7	0	1	9
Migrant Students	10	10	745				477	477	473	0	0	22	100	100	53	0	0	11	0	0	15
Economically Disadvantaged	259	339	35714				445	450	480	45	41	20	47	48	47	6	7	12	2	4	20
Non-Economically Disadvantaged	35	171	40266				457	485	513	33	18	9	45	43	33	18	11	15	3	27	43

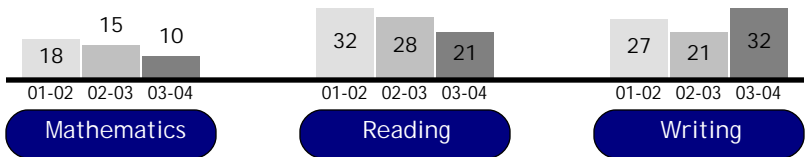
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	295	513	76020	100	100	100	483	490	503	57	46	25	22	21	23	20	28	40	1	5	12
All Students (Prior Year)	278	450	76202	100	100	100	489	493	505	48	39	19	24	27	24	26	28	46	2	5	11
Female	131	237	37213	100	100	100	484	492	504	53	41	22	25	22	23	21	33	42	0	4	13
Male	164	276	38666	100	100	100	483	488	501	60	50	29	19	21	22	19	23	38	2	6	12
African American	12	37	3819	92	100	100	472	481	494	67	61	37	33	19	26	0	17	31	0	3	6
Hispanic	235	306	29442	100	100	99	483	486	494	58	55	37	24	23	26	16	20	31	1	2	6
Asian/Pacific Islander	NC	NC	1672	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	43	160	35890	100	100	100	490	499	511	44	27	15	10	19	20	44	45	48	2	9	18
Students with Disabilities	30	52	9784	100	100	100	470	477	485	86	74	58	10	8	19	5	13	19	0	5	4
Students without Disabilities	265	461	66236	100	100	99	485	491	504	54	43	23	23	22	23	21	30	42	1	5	13
Limited English Proficient Students	130	142	15198	100	100	100	476	477	483	76	75	59	19	19	25	5	6	14	0	0	1
Migrant Students	10	10	743				478	478	488	100	100	50	0	0	28	0	0	19	0	0	3
Economically Disadvantaged	260	341	35703				483	484	494	57	56	37	24	22	26	17	20	31	1	2	6
Non-Economically Disadvantaged	35	172	40274				486	499	509	55	30	17	6	20	20	39	41	47	0	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	296	509	75673	100	100	100	453	477	530	40	31	12	27	27	25	32	41	58	0	1	4
All Students (Prior Year)	271	443	74692	99	100	99	460	471	502	46	38	18	33	32	27	20	26	47	1	3	8
Female	132	236	37099	100	100	100	469	499	548	30	21	8	32	29	22	38	48	64	0	2	6
Male	164	273	38441	100	99	99	440	459	513	49	39	16	23	24	29	28	36	52	1	1	3
African American	13	37	3791	100	100	99	427	447	506	54	36	18	23	28	29	23	36	50	0	0	3
Hispanic	234	304	29305	100	100	99	452	461	507	42	37	16	25	26	31	33	37	51	0	0	2
Asian/Pacific Islander	NC	NC	1665	NC	NC	99	NC	NC	573	NC	NC	6	NC	NC	16	NC	NC	67	NC	NC	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	44	158	35760	100	99	99	469	512	550	33	20	9	33	27	21	31	49	64	2	4	6
Students with Disabilities	31	52	9706	100	100	100	360	380	462	83	69	36	9	18	32	9	10	31	0	3	1
Students without Disabilities	265	457	65967	100	99	99	462	487	536	36	27	10	29	27	25	35	44	60	0	1	5
Limited English Proficient Students	130	142	15115	100	100	100	436	436	471	47	47	26	32	33	38	21	20	35	0	0	1
Migrant Students	10	10	738				541	541	488	0	0	23	0	0	33	100	100	43	0	0	1
Economically Disadvantaged	260	340	35541				448	453	504	43	40	17	26	28	31	30	32	50	0	0	2
Non-Economically Disadvantaged	36	169	40091				482	518	550	24	16	9	32	25	21	44	57	64	0	3	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	99	22	29	46	96	25	33	50	100	26	NA	55
	Language	99	21	26	43	98	21	27	46	99	23	30	49
	Mathematics	100	27	32	54	99	24	33	57	100	27	36	63
6	Reading	100	32	37	49	96	31	38	53	100	30	NA	56
	Language	98	24	29	42	97	24	30	45	98	27	33	48
	Mathematics	98	38	44	58	99	38	45	62	100	35	45	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 5 Teacher(s)
 0 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

Ü Title I Schoolwide Project
 Ü Parent/Educator Relations
 Ü Budget
 Ü Extracurricular Activities
 Ü Textbook Selection
 Ü School Safety Issues

Staffing Information for School Year 2004-05

Position

Number

Position

Number

Administrator

2.00

Teacher

35.00

Other Professional Staff

13.00

Teacher Aide

12.00

Years of Teaching Experience for School Year 2004-05

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years

5

3

1

0

4 to 6 years

3

1

0

0

7 to 9 years

4

3

0

0

10 or more years

11

9

0

0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 26

Core academic classes taught by Highly Qualified (NCLB) teachers. 74

Teachers with Emergency Certificaton. 2

Resources Available at School Site

Special Facilities

Ü Computer Lab

Ü Library

Ü Title I Language Arts Center

Ü Art

Extracurricular Activities

Ü Afterschool Activity Program

Ü Rocketry Club

Ü Chorus/Band

Ü Student Council

Ü Chess Club

Social Services

Ü Breakfast Program

Ü Lunch Program

Ü Counseling Services

Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Significant student participation in academic programs such as Writer's Fair (75%), Science Fair (65%) and Geography/Spelling Bees (over 100 students).
- ü Implementation of after school tutoring, before school tutoring, reading reinforcement and student peer tutoring.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	9	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 4-5	58	54
Grades 5-6	75	81

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have many connections with the community: Cinco de Mayo and 16 de Septiembre celebrations, local food bank food drive, Fire Pals, DARE, school dist. Community Relations Day, concerts, art show and student display of art work in community buildings.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

8

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Randy Watkins	(623) 772-4405
Transportation Policy	Lynn Rumble	(623) 772-5035
Community Resources	Marilyn McDonald	(623) 772-4406
School Nutrition Programs	Mike Lozano	(623) 772-5025
Parent Organization	PTO	(623) 772-5000
Student Health/Nurse	Irene Sprague	(623) 772-4410

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.